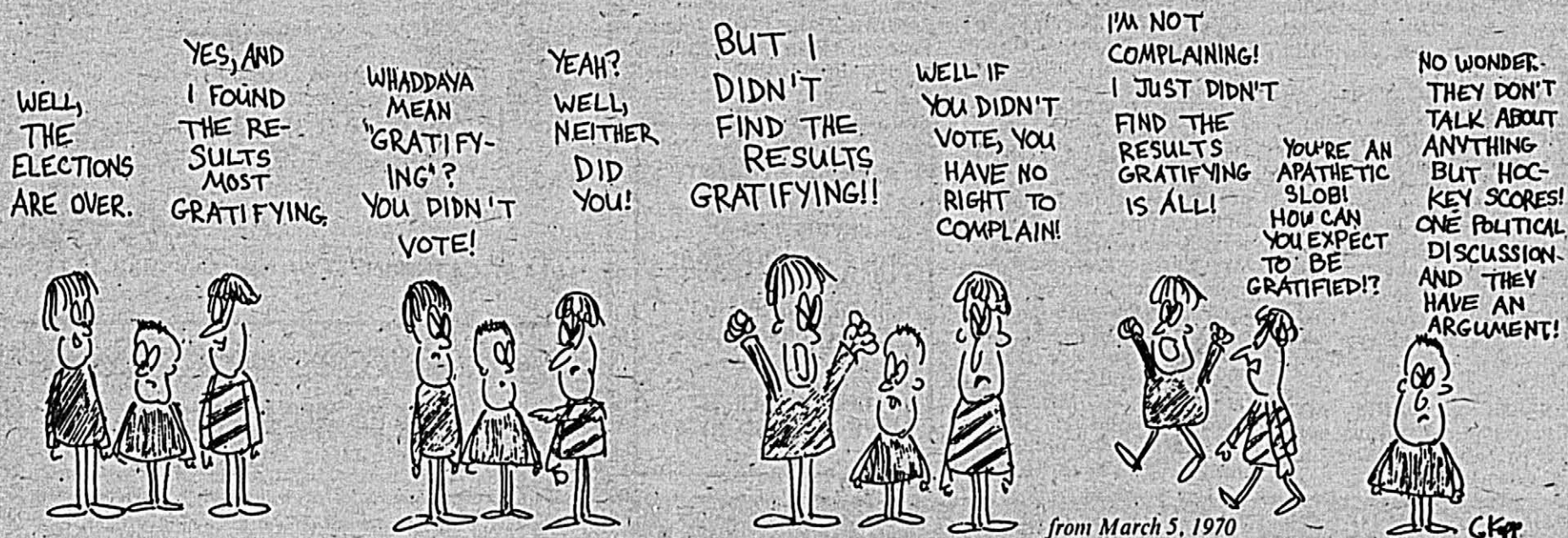


Plus ça change, plus ça reste le même



MCGILL DAILY

Vol. 60, No. 88, Montreal Thursday March 4, 1971, three cents.

Postage paid in cash at 3rd class rate-permit no. 11024. — Return postage guaranteed at 3480 McTavish, Montreal.

S.T.P. victorious

by Nigel Gibson

Richard Pomerantz, David Sprague, and Allan Tanny will hold the three top positions of the Students' Society Executive next year.

Running on a platform that stressed student employment and a creative approach to administration Pomerantz coasted to an easy victory in the four-way race for Students' Society President. Pomerantz polled 747 votes to 456 for Errol Naiman, his closest opponent, and carried all of the major polls on campus. John Geffen and Barry Garber finished

third and fourth with 407 and 327 votes respectively.

David Sprague won a landslide victory in the race for the position of Internal Vice-President, almost quadrupling, with 1427 votes, the 375 total votes of his only opponent, Lindsey Scott Feldman. Sprague carried all but one of the polls.

It was another one-sided race for the position of External Vice-President with Allan Tanny, who ran on a platform of "efficient progressivism", easily beating out his only opponent David Nemtan. Tanny carried all voting locations and outpolled Nemtan 1078 to 575.

All three members of the new Executive indicated that they would be able to work together to improve the pressing financial problems of the Students' Society.

Contacted shortly after the results became known Pomerantz expressed surprise at the dimensions of his majority, and stated that he felt that "the voice of the average student had finally been heard."

Pomerantz explained his victory by claiming that he "raised the issues that students wanted raised, such as strong job action and community involvement."

Terming his victory a "defeat for the campus politicians," Pomerantz stated that he planned a complete evaluation of the Students' Society, and a study into the full implications of summer employment.

Pomerantz will be off to Ottawa next week with the other two members of the new Executive, for a meeting with Manpower and Immigration Minister Otto Lang to discuss the problems of summer employment for students.

David Sprague, Bruce Campbell, Richard Hart, Bob Vroom, Bob Wheatley, Phil Novack, and Bruce Katz were the seven victors in the fourteen man race for a position on Senate.

In the referendum on the constitution, the amendment to Article VI providing for a fee increase in the Students' Society fees, was voted down by 715 to 700.

(Continued on page 6)

Is RCMP hiking quota of drug arrests?

OTTAWA (CUP) — The RCMP, averaging about 1,000 dope busts a month last year, appear to be out to get as many people as possible before the government starts taking the LeDain Commission seriously. And the increasing use of drugs in Canada provides abundant opportunity for arrests.

"Soft drug" arrests in the ten-month period ending Jan. 31 numbered 10,845, said an RCMP spokesman — and that doesn't include arrests by all police forces. Soft drugs are those generally considered non-addictive, mainly grass, hash, acid, etc.

The figure, double last year's rate, is an all time high. Possession is a relatively easy charge to get a conviction on, and many members of the youth community say, 'dope plants' are also an easy way for local authorities to rid themselves of certain 'undesireable elements' in the community.

Hard drug arrest, according to RCMP statistics, numbered 619, up from 507 last year. Heroin addiction is on the increase, said a Narcotic Control Division official, particularly among youth.

Even Defense Minister Donald MacDonald is alarmed. About 100 cases of drug abuse were investigated in the service last year, involving about 400 persons. About 50 servicemen were discharged after narcotics convictions.

"It is as alarming as it is in the community generally," stated MacDonald. He said there was a grave concern about security aspects, as a foreign agent might gain control over a soldier using drugs, by becoming his supplier.

MacDonald noted that the drugs concerned were soft drugs. He didn't explain what kind of control he expected a dealer in grass, or hash, or acid to have over his buyers.

One Lt. Col. explained that drug users will be excluded from the forces if they are detected in screening. Educational programs to combat drugs in the military stress the incompatibility of being in the service and being a drug user.



Photo by Harold Rosenberg

ENGLISH POET W. H. AUDEN reads his poetry to an appreciative audience, numbering in the several hundreds, who packed Leacock 132 to hear him. Auden was at McGill as part of the university's Sesquicentennial celebrations.

today

MINING CLUB: Mining exhibition, engineering week 1971. Side-walk cafe, McConnell, 9am - 6pm.

SAVOY SOCIETY: HMS Pinafore, tickets \$2.50 at Union box office or at the door. Moyse Hall, 8:30pm.

CHESSE CLUB: Members requested, implored. B24, 1-3pm.

FILM SOC & CO.: Free video. All over the Union, all day.

HEBREW E-10 AND E-2: All those interested in taking those courses must make an appointment at Jewish Studies office before March 19th. Call 392-5969 or come to 1005 Sherbrooke.

WATERSHOW: Aqua Collage. Tickets now on sale in gym, union box office, and WAA office in RVC.

CHINESE STUDENTS' SOC: Members please pick up materials on Tiao Yu Tai. Union box office, 9am to 4:30pm.

CAREERS IN PSYCH.: Dr. R. O. Pihl will speak on "Vocations in Clinical Psych." For all psych. students, final seminar. Research also discussed. W2/3a Stewart, 4:15pm.

BIOLOGY STUDENT UNION INFO. CENTER: Course info., results of course evaluation, and course complaints. Stewart. W1/8, 12-2. **BSU LAB:** You can do your own project. We have equip. and super-supervisors. Stewart W1/8, 12-2pm.

THE OTHER DOOR: Sunshine & Blues, Norm David and John Markovsky. Union Coffee Lounge.

SKYDIVING: Review for first jumpers. Union B/47, 7-8pm.

SIC: For info and help, come see us. Union switchboard, 12-3.

DAY CARE CENTRE: Parents interested for Sept, enrollment should go to the Centre for Learning & Development, 9th floor, Stewart.

TRAVEL EXCHANGE: If you can offer a ride, come to the Union switchboard, 12-3.

ARAB STUDENTS' SOC: Social club at 6pm. Nominations for

elections next Friday. Free refreshments and entertainments. Union B/26.

JDL: Rabbi Meir Kahane. Moyse Hall, 12-2.

ENGINEERING HONOUR SOCIETY (PHI-EPSILON ALPHAS): Unionisation of engineers, why and how. Common Rm, Eng Bldg, 1pm.

SANDWICH THEATRE: Grand-Peur et Misère du Troisième Reich-B. Brecht. Union Theatre, 12-1.

AFRICAN STUDENTS' SOCIETY

INVITES YOU ALL
TO A DISCOTHEQUE

Fri., March 5th
Union Coffee Lounge

50¢

CHEAP BEER TO
GIVE A GOOD KICK!

UNTIL SATURDAY
NIGHT ONLY!

HMS PINAFORE

Moyse Hall
March 3-6
8:30 P.M.

TICKETS: \$2.50

at the Union Box Office
392-8926
or at the door

A.S.U.S. EXECUTIVE ELECTIONS

ELECTIONS WILL BE HELD THURSDAY, MARCH 4 FOR THE FOLLOWING POSITIONS:

ARTS REPRESENTATIVES



DEBBIE HAWKIN ARTS III

Qualifications:
1) 3 years at McGill
2) RVC House Council
3) RVC Warden Selection Committee

Platform:
1) go with the flow
2) if a high wind comes up, open the barn doors wide

SCIENCE REPRESENTATIVES



BRIAN LEVE B.Sc. III
FOR VICE-PRESIDENT (SCIENCE)

Qualifications
Honours zoology
University Scholar 1968-69
Biological Students' Union - Information Committee 1970-71
Biological Students' Union - Course Appraisal Committee 1970-71

Platform:
• Introduce a trimester system
• Priorities for science students
• Free Press should express views pertinent to science as well as art students
• Expand and improve the tutorial programme
• Give students a greater voice in the decision making structures in departments and faculty committees.
• Reevaluation of monetary assets with the aim of enlarging financial allocations, where possible, to the various clubs of the ASUS Society

PICTURE MISSING

JOHN MANWARING B.A. III
Honours History & Political Science
Experience
• Arts Vice President 1971 - Half Term
• On Free Press staff 70-71
• A.S.U.S. Education Committee 69-70
• History Rep. 69-70

Platform
• Investigate possibilities of reopening A.S.U.S. bookstore as an alternative to expensive McGill Bookstore
• Improve cafeteria services provided by A.S.U.S.
• Expand A.S.U.S. scholarship fund
• Continue Free Press as a paper which deals with controversial issues
• Expand A.S.U.S. tutorials service
• Increase availability & scope of French courses



MAX WOLPERT B.Sc. III
For Science V.-P.

Platform:
• Improve cafeteria facilities of A.S.U.S.
• More French courses
• Keep critical format of Free Press
• Support departmental organizations
• See if A.S.U.S. bookstore can be re-opened.
• Expand tutorials and scholarship fund

POLLS WILL BE LOCATED IN THE
- UNION: 9 AM - 4 PM
- LEACOCK BLDG: 10:45 - 2:15
- P.S.C.: 10:45 - 2:15

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Seeking college students for waiters and bartenders in unique new Steak House convenient to campus. Waiters and bartenders must be 20 years old. And bilingual waiters need not have previous experience. Openings also available for cocktail waitresses, hostesses, daytime and kitchen help.

GOOD MONEY and flexible working hours
IDEAL for year round work, especially summer.

THE BARNSIDER

Apply in person # 204 from 12:00 to 4:00 PM.

2250 Guy Street

"WINTER CARNIVAL?"

"WHAT'S THAT??"
"IT WAS GREAT ONCE!"

We Need Spirit Like that on campus.

WELL HERE IT COMES!!
A CAMPUS CARNIVAL REVIVAL

featuring:

"CHEEQUE"

& CKGM's MICHAEL W. MORGAN

That's Friday March 12th at 8:00 P.M. - 1 A.M.
at McGill's Union Ballroom
Guys: \$1.00, Girls: \$0.50

"Hey McGill, A Happening's about to Happen!!"

MCGILL HILLEL STUDENTS' SOCIETY

OPEN MEETING

MEET THE CANDIDATES AND RAP

Mon. March 8, 1 P.M.

Hillel House
3460 Stanley St.

Students maced out

ALMA, QUEBEC (CUP) - Twelve hundred high school students were freed from classes Monday (March 1) when their school was shut down after 30 police were used to clear about 250 demonstrators from the school.

The school principal, after meeting last night with 400 parents and the director of the regional school board, has announced that the school will be reopened Monday - leaving the remainder of the week for tempers to cool.

The battle started when a popular student director, Remi Cloutier, was transferred from his position suddenly and without apparent reason.

"I was removed from the job with five minutes notice last Tuesday, told nothing about why I was removed or what my new job would be," commented Cloutier.

As a result, some of the students became very disturbed and there were protest marches. The parents were as opposed to the move as the students.

"I think it was because I was the only one in the school who understands those students - this is obvious now, I think," Cloutier said.

Most of the daily press noted that the police were reported to have used tear gas in evicting the protesting students Monday, but that the Alma Police Department had denied the charge.

According to yesterday's Montreal Star, however, "What all groups (students, parents, administrators) know and think about is that the 250 demonstrators were maced out of the school area they occupied. Mace is a gas used by police in riot control. Most people don't like to think about it. Canadian schools and university campuses are not familiar with mace."

One student, Louise Desjardins, was allowed to act as spokeswoman for the others at the parents' meeting.

What the students wanted, she said, was Cloutier, a human atmosphere in the school, more rooms and lounges to study in and a social centre.

Then, she said, the students wanted the right to speak and be listened to - and the discussion crumbled into the "when I was your age..." generation gap.

Asked one man, "You mean we have to lower ourselves to talk and give in to you students?"

Replied Desjardins, "You don't have to lower yourselves to talk with us."

The Board Director asked for and received the parents' support although he refused to divulge the details of Cloutier's transferral.

The officials agreed, after some argument, that all the students would be re-admitted Monday, on the condition that "certain of the leaders" be accompanied by their parents to set a few matters straight when school reopens.

CRO find overturned

by Amin Kassam & Nigel Gibson

On the eve of yesterday's Students' Society elections the Judicial Committee overthrew a ruling of the Chief Returning Officer, Ashley Hilliard, imposing a \$50 fine on presidential candidate Errol Naiman for alleged violation of electoral by-laws.

The CRO took punitive action Monday after receiving complaints concerning the distribution of campaign handbills which made use of the McGill Daily logo (symbol) in such a manner as to suggest that The Daily supported Naiman's campaign.

The handbills were distributed by Naiman despite warnings from his campaign advisers, and Daily Editor Joey Treiger who expressed his disapproval of the format of the intended publication.

Naiman misrepresented one of his past articles as an editorial in his campaign material although he had been advised by a Daily editor that it was not one.

The by-law on which Hilliard based his decision reads that "no publication supported either directly or indirectly funds obtained from student fees may express or imply any but a neutral attitude towards any candidate or candidates in a Students' Society election."

the CRO's decision after first rejecting a councillor's amendment to disqualify Naiman altogether. However, they failed to provide Mr. Naiman with a chance to speak.

Later that night The Daily received an injunction signed by Marc Leiter, Chairman of the Judicial Committee, forbidding it to print any information about the Council's decision or the events that led up to it.

The Daily was also shackled in its news coverage by the electoral by-law requirement that "a neutral attitude" be maintained throughout the elections. Information about Naiman's alleged attempt to use The Daily symbol in his campaign could have been interpreted as being prejudi-

cial to his candidacy and, therefore, against the electoral by-laws.

In the course of the Council debate on the legality of Naiman's conduct, the CRO revealed that, in accordance with his verbal request to all candidates, Naiman had left copies of the handbill in his office early on the morning of distribution.



Errol NAIMAN

Unfortunately, the CRO was not in his office at that time and, due to having to attend classes, was unable to look at the campaign material before 2 pm - by which time most of the handbills had already been distributed.

Naiman appealed to the Judicial Committee which overruled the Council's decision by a vote of six to one.

The Committee took exception to the manner in which Naiman had been judged guilty by the Council.

An opinion rendered by George Handy, one of the Committee members, argued that "an individual has an inviolable right to present his own case before the deciding authority," and pointed out that Naiman had been declared out of order when he interrupted the Council's deliberations in order to present his case.

"Without even considering the merits of the CRO's decision, I would allow the appeal (Naiman's) on the basis of the flagrant injustice to Mr Naiman," concluded Hendy.

All six members of the Committee seemed to agree that "basic principles demand that punishment be meted out for violation of the substance of the law, and not of its spirit."

The dissenting member, John Glazer, disagreed and stated, "The spirit of this action must be looked at in the context of the by-laws as a whole."

"From the absolute prohibition of any fee-supported publication to advance the cause of any one candidate as opposed to another, the logical inference must be made that Council did not intend any such publication to be the vehicle through which a candidate, by his own use of that publication, could gain an advantage however slight, over his adversaries."

Glazer considered that the use of the McGill logo on his campaign leaflet had given Naiman an advantage over his fellow candidates.

"Whether such advantage was achieved inadvertently or otherwise, to suggest that a resulting sanction is without warrant is repugnant to the underlying policy considerations of these by-laws."

In interpreting the by-laws, Glazer referred to article III E concerning the authorization by the CRO of the right of candidates to make speeches.

The section states, "The sole consideration for granting such authorization is that all candidates are provided with an equal opportunity to speak, should they wish to do so."

The dissenting member reasoned, "Surely it was not the intention of Council to contradict itself on this fundamental point and allow a situation such as is before us now, to the detriment of the remaining candidates."

The majority of the Committee however felt that the by-law should be interpreted in its substance rather than spirit.

They seemed to agree with member J. Colman who wrote, "While I feel it is totally contrary to the general principles of a free democratic election for a candidate to delude the electorate into thinking he has received the official support of a campus publication, this concept cannot be read into section III F of the Electoral By-laws, and until Council provides for a specific offence a candidate cannot validly be punished for such actions and must continue to be able to get away with it."

Daily Editor Joey Treiger said that he disapproved of the handbill for two main reasons, firstly that the logo was used without the permission of either the editor or The Daily's publisher, the Students' Society, and secondly because the article had originally appeared as a "Comment" in The Daily, but was used by Naiman under the guise of an editorial.

"For the past two years, it has been the policy of The Daily to label as "Comment" material which it does not wish to be regarded as an editorial," explained Treiger. "He had no right to label it as an editorial."

Treiger specified that he would have had no objections to Naiman using articles he had written for The Daily as part of his campaign material, so long as he labelled them properly and did not connect The Daily with his campaign.

The Daily editor was in agreement with Judicial Committee member John Glazer who stated, "Any student who glances at this leaflet, and who has any confidence in the judgment of the editorial board of The Daily, cannot help but be influenced in Mr Naiman's favour."

"It would only be upon careful examination of the leaflet that the reader would learn of the Daily's neutrality. More often than not in these cases, such a prudent inspection is simply not forthcoming, and the other candidates are thereby prejudiced."

"In this process, the paper's image of impartiality in elections is damaged."

Poll by poll results

	Arts	Leacock	Union	Stewart	McIntyre	Strathcona	McConnell	Physical Science	Otto Maass	Education	Law	Wilson	Mont. Gen'l.	Royal Victoria Hosp.	Bishop Mountain	Royal Victoria College	Totals
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President,

	Pomerantz	Naiman	Geffken	Garber
Arts	48	35	29	29
Leacock	219	103	104	68
Union	120	100	85	71
Stewart	32	23	25	13
McIntyre	40	19	10	32
Strathcona	11	11	6	4
McConnell	67	44	33	22
Physical Science	62	27	28	23
Otto Maass	42	22	24	26
Education	14	4	7	5
Law	18	17	24	8
Wilson	47	12	7	10
Mont. Gen'l.			1	
Royal Victoria Hosp.	1		2	4
Bishop Mountain	11	38	13	9
Royal Victoria College	15	1	9	3
Totals	747	456	407	327

Internal V.P.

	Sprague	Feldman
Arts	111	25
Leacock	375	87
Union	251	101
Stewart	80	9
McIntyre	73	16
Strathcona	22	6
McConnell	128	28
Physical Science	106	26
Otto Maass	82	22
Education	29	2
Law	44	17
Wilson	55	11
Mont. Gen'l.		1
Royal Victoria Hosp.	5	2
Bishop Mountain	41	20
Royal Victoria College	25	2
Totals	1427	375

External V.P.

	Tanny	Naiman
Arts	83	40
Leacock	277	158
Union	174	119
Stewart	63	24
McIntyre	49	33
Strathcona	22	6
McConnell	98	45
Physical Science	81	45
Otto Maass	65	37
Education	20	7
Law	55	10
Wilson	46	18
Mont. Gen'l.	1	
Royal Victoria Hosp.	2	2
Bishop Mountain	25	23
Royal Victoria College	17	8
Totals	1078	575

Senators

	Whalley	Walker	Vroom	Sprague	Sibalis	Novack	McColl	Katz	Hirschfeld	Hart	Freedman	Forse	Donath	Campbell
Arts	65	34	51	87	35	48	29	85	34	53	41	35	35	60
Leacock	188	131	167	282	98	185	94	274	113	143	137	96	108	188
Union	94	70	108	174	61	58	55	198	62	110	85	52	56	130
Stewart	31	31	41	59	31	21	13	57	16	45	31	20	25	46
McIntyre	28	14	31	55	18	2	12	29	17	27	19	22	18	21
Strathcona	7	2	11	13	18	2	2	5	4	14	7	5	5	6
McConnell	81	42	111	43	25	47	25	51	35	66	42	35	96	53
Physical Science	56	45	48	59	18	52	20	78	25	43	38	22	30	53
Otto Maass	31	31	41	59	31	28	13	57	16	45	31	20	25	46
Education	38	19	43	34	8	19	14	29	17	36	18	7	31	20
Law	18	18	14	48	6	15	6	16	12	34	18	8	12	14
Wilson	30	25	25	48	6	20	13	24	5	29	13	8	17	24
Mont. Gen'l.				1									1	
Royal Victoria Hosp.	3		2	4	1		3	2		2	1		1	2
Bishop Mountain	29	12	30	40	10	17	7	32	8	20	8	10	9	21
Royal Victoria College	16	6	14	23	6	14	3	11	6	13	10	4	7	11
Totals	689	455	708	1091	352	528	303	903	362	642	472	360	456	659

The B of G: the men and the myths

The statement by Dr. Robert Bell that you no longer have to be an "elderly English-speaking, Protestant, capitalist titan" to be a member of the Board of Governors of McGill is not entirely true.

Admittedly, only half of the Board members are capitalist titans. True enough that a measly eighty per cent of the members of the Board are Protestants. Granted that almost ten per cent of the Board members have French as their first language. Nor can one deny that the average age of members of the Board of Governors is barely a dozen years more than that of Bourassa's cabinet.

Also irrefutable is the presence of three women on the forty-member board. In spite of all this, however, I do feel that there is something missing, something which caused one of my roommates (who is not usually disposed towards saying such things about his fellow capitalists), to remark that the Principal's speech was 'a bunch of bullshit'.

For it is not the direction of change in the composition of the

Board with which one can quibble. It is the degree. The spirit of the recent changes in Board composition is perhaps best reflected by the remarks of a former chancellor of the university to a group of students (including myself) about the Board of which he was chairman. "It is true that you once had to be a strict Protestant to be a member of the Board. But that's simply not the case any more. We have two Jews, two French Canadians, and a woman, now."

The Board was forced to alter its composition when it became obvious to everyone that the existing state of uniform ethnicity simply would not do. It seems, nevertheless, that the composition of the Board was changed only as far as would allow it to maintain its existing orientation.

Now, don't get me wrong. I am not one to criticize the presence of businessmen on the Board. I believe that McGill should be proud of the fact that there is probably a greater concentration of wealth amongst these men than amongst the members of the

Board of Regents of any other university in this country.

What I question is the degree of commitment which these very busy men have to the university. It has always been extremely difficult to convince members of the Board to accept committee positions. Yet, their presence is required, so the task has been often left in the hands of one of the few Governors who is willing to give of himself - Board Chairman Stuart Finlayson. The contrast between the contribution of this gentleman and that of others is embarrassing. McGill now avoids asking Mr. Finlayson to serve on committees as much as possible, because they know that he will never refuse an assignment, and they feel that they are unjustly imposing on his time.

As for the new Minority Groups Governors, they have done little to change the basic perspective of the Board. In some instances, they have served to reinforce it. For example, when Mr. Gordon Echenberg, a young, Jewish lawyer, was appointed to the Committee to Maintain a Continuing Review of University Government,

he advocated abolition of the Board of Governors. When he was elected to the Board two weeks later, he changed his tune.

When an outsider enters the environs of the Board Room, he is not, as some have suggested, bringing in his own ideas. He is, instead, buying those of the group he is joining. To determine what these are at McGill, one need only look as far as the administration building, the occupants of which are the direct representatives of the Governors. The uniformity of their ethnic backgrounds is surpassed only by the uniformity of their ideas.

It would be nice if McGill could have a Board of Governors whose composition reflected the ethnic diversity of the student body, but this is not essential. It would also be nice if the Board did not consist mainly of lawyers and businessmen, but this is not essential either.

What we need is a supreme governing body whose membership is committed to raising the quality of education, research, and community contribution at McGill. 'Committed' means work-

ing for and not just paying lip service to these platitudes.

The members of the existing Board have shown themselves wholly inadequate for this task, perhaps because they are too busy with other concerns.

It is questionable that it is worth anyone's effort or energy to try to change a body which has become so peripheral to the education process. For anyone who is interested, however, I have two suggestions. The first, and by far the easier, is to do away with the Board of Governors altogether.

The alternative is to strive for greater representation on the Board for members of the McGill community and for those outsiders who have the time and inclination to do something for McGill. Only then will their decisions begin to reflect the needs and interests of the McGill community and of those it purports to serve. Only then will we cease to look upon the appointment of a Jewish dean as a great triumph for pluralism.

Martin Shapiro

COMMENT: Of "Love Story", elections, and maturity

They're over - or did they ever happen? Students' Society elections, that is. And though it may be too soon to make an objective assessment of this non-happening, I beg indulgence for a few comments from a tired and somewhat frustrated student, which though not novel are perhaps timely.

In the opinion of some people they were important - in the opinion of most they evidently didn't even rate the expenditure of the two minutes needed to vote. Now it will be hard for many of those who think the Students' Society worthwhile, as I do, to maintain even a positive

attitude towards it, let alone the semblance of enthusiasm necessary to help make it work. It is unreasonable to ask people to give up a week, a day or even a few hours of their time (which, as in my case, should have been devoted to studies), when only 2000 students, 12.5% of the student body, bother to exercise their right to vote, a right that is in fact a duty.

As a social phenomenon, student apathy is one of the issues of today and is not astonishing at all. Time, that oracle of wisdom, has analyzed the "Cooling of America" (and thus Canada too), so who can still be sur-

prised. It gets worse each year - at least last year 30% of the students voted. The spirit of "Love Story" and of the beautiful people reigns supreme. It is, I think, similar to the current atmosphere at McGill: a lack of social concern, a taking of privileges for granted, a feeling of personal non-responsibility.

It is, of course, rationalized as a reaction to the failure to achieve "meaningful reforms" overnight, a disenchantment with politics, a product of affluence, or, conversely, a result of the present recession, etc. To me, however, it seems to be a lack of maturity. In this respect, stu-

dents are still adolescents, and if they can't, or don't want to, run their own affairs others certainly will. Those who do not exercise their rights are in grave danger of losing them.

The Students' Society does a lot. It operates the Union which is almost entirely beyond the reach of the University; it organizes elections and the appointment of student reps on University governing bodies, it funds The Daily, the student clubs and societies, and special activities. Anyone who enjoys the Film Society's flicks, anyone who hears a Kate Millett, anyone who profits from the Birth Control

Handbook, or anyone who frequents or uses the Union benefits from the Students' Society. And yet most people seem to feel that they owe little or nothing in return.

Perhaps students don't really care about their university or about running their own activities. If they don't they can be assured that it will not be forced upon them.

Ashley F. Hilliard

Letters

You eat what you are

Sir,

There are some things, which

sometimes, one simply cannot tolerate. Then there some things, which at any time, should not be tolerated. Seeing the back of yesterday's Daily, at 10:00 a.m., unfortunately falls under the latter. This is not to say that said page would be any more pleasant at 10:15 a.m.; indeed,

as one wakes up, what is bad usually tends to worse, and in this case, to worst!

No one really deserves to have his breakfast menu so severely limited without previous or further explanation. And if the said page is actually a beef advertisement in disguise, well, you ain't

gonna sell none like that, pardner! To come to think of it, I can recall at times referring to the Daily as being "plein de merde". Peut-être est-on ce qu'on mange?

Bernard Siller

Honi soit qui mal y pense

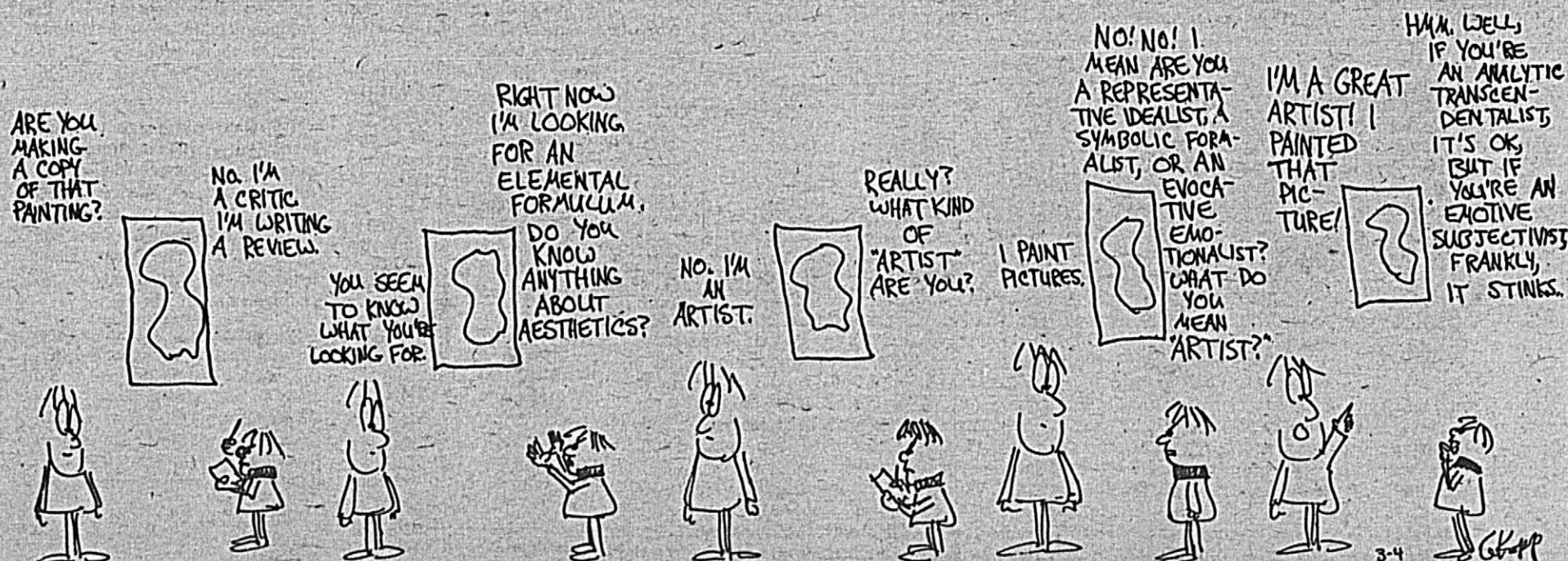
MCGILL DAILY

The McGill Daily is published five times a week by the Students' Society of McGill University. Printed by Union des Pressiers (FTQ), local 41, at L'imprimerie Dumont. Offices in the University Centre, 3480 McTavish, Montreal. The opinions expressed in its columns are those of the authors and not the official opinion of the Students' Council.

Editor - Joey Treiger
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Lean and Hungry

George Kopp





"Will the world come to a horrible end?"

by fikret berkes

This was the title of an editorial about the environment in a recent issue of *Science*. Ten or twenty years ago an article with such a title would probably have been on the question of nuclear war. Reading the last volume of Bertrand Russell's autobiography recently, I was struck by the similarity between Russell's plight during those years and that of the environmental scientists of today. Concerning a speech he made in the House of Lords on the question of nuclear war, Russell writes:

"If no controls were thought out, the situation would be almost out of hand. It took no great imagination to foresee this. Everybody applauded my speech; not a single Peer suggested that my fears were excessive. But all my hearers agreed that this was a question for their grandchildren."

Russell delves into the psychology of this reaction and observes that, "those who try to make you uneasy by talk about atom bombs are regarded as trouble-makers, as people to be avoided, as people who spoil the pleasure of a fine day by foolish prospects of improbable rain."

Today, in retrospect, it appears grossly insane that in 1945, shortly after Hiroshima and Nagasaki, people supposedly as intelligent and well-educated as the Peers in the British House of Lords would see the dangers of nuclear war merely as a problem for their grandchildren.

All the answers!

In a sense, Russell at the time had an easy problem on his hands. There had already been a spectacular "dress rehearsal", and newspapers dutifully kept the nuclear tally during the arms race years. In comparison, the environmental problem is hopelessly vague and complicated. Furthermore, good examples of ecological disasters are hard to come by. The London killer smog of 1952 may be cited as one example. Some 4000-5000 deaths were attributed to the smog during one period of "temperature inversion" lasting several days. The disaster served one useful function: Londoners cleaned up after that. However it was not until 1956 that the use of soft coal, the single most important cause of smog, was prohibited. This is the sort of time lag that governmental control mechanisms operate on.

Another example of an environmental disaster is furnished by the sequence of events that led to the "dust bowl" in the U.S. in 1930's. Both examples illustrate small scale problems, however. They both had relatively simple causes, and their cure was a relatively straightforward, if costly, matter. On issues pertaining to the environment, government and industry today generally recognize only such simple, one step, cause-effect type relationships. Everything has a solution, and technology has all the answers!

The web of life

About fifteen years ago most people thought that insecticides killed insects, and bactericides killed bacteria. Period. But the ways of nature unfortunately do not conform to man-made simplicity. A chemical supposedly aimed at a specific pest ends up everywhere. The reason for it is simple. In nature, everything is interconnected, and man, despite his pretensions, is also a part of the web of life. What better proof could one ask for than the fact that today in N. America, mother's milk contains more DDT than is allowed in food by the U.S. Food and Drug Administration.

How do ecologists look at environmental issues? Most are not particularly concerned with isolated incidents such as the disappearance of rare bird species, or with local fish kills, or with the sulphur dioxide level in Montreal yesterday. They look at such events as part of a much larger picture. The main problem is the contamination by man, with man-made substances, of the whole atmosphere and ocean systems, rather than the more immediate and well-studied issues of local pollution. It is now possible to treat earth as a container within which the total budget of some such materials can be computed (as done in *Man's Impact on the Global Environment*, 1970.)

Ecosystems

There is a great difference between this sort of approach and the procedure of looking at immediate problems and working towards stopgap measures. In the latter case, only the glaring and spectacular pollution problems are attended to, and even then the attack on the problem is constrained by financial factors. There exists a communication gap between government and industry on one hand, and the environmental scientist on the other. The concept of "eco-

system" is central to the thinking of the ecologist. The essence of the difference between the two approaches perhaps lies here. What is an ecosystem?

I have an ecosystem in my laboratory. It is a glass aquarium that contains about one cubic foot of water. What makes this aquarium an ecosystem is that the collection of organisms in it manage themselves without my interference. I never change the water, nor bubble air in through it. The tank is never cleaned. No food is given to the animals in it. The whole system runs on solar energy that several types of floating and attached plants use in producing food material from carbon dioxide, water, and nutrients. The efforts of these plants, mostly algae, do not result in an accumulation of matter in the tank because small animals consume the production. The total numbers of these consumers is regulated by how much food there is. If there is an excess of food, the numbers increase. If there is a shortage, the birth rate/death balance is tipped the other way, until the animals are just in balance with the plants. The consumers consist of five species of invertebrates large enough to be visible to the eye, as well as a large number of species of microorganisms. The snails specialize on algal encrustations on the walls of the tank. The flatworms usually stay at the bottom of the container feeding on organic aggregations. One of the three species of crustaceans specializes on floating algae. The other two species stay near the bottom of the tank and feed on whatever sinks: one living on smaller-sized particles, and the other one on larger detritus. This, then, gives an indication of how different species play different roles in an ecosystem. In a larger system, there will be many more "niches", and the number of species will be correspondingly larger.

Resilience of the system

Dead plants and animals, and plant material that has passed through the guts of animals are decomposed (broken apart) by bacteria into their original chemical constituents. These are the nutrients for the next generation of plants. Thus the cycle is completed. Plants produce more matter and the process goes on. The energy originally fixed by plants is used up through the metabolic, growth, and reproductive activities of all members of the ecosystem. There is a constant supply of radiant energy from the sun; all other components of life, in contrast, must be recycled (used over and over again). There is no such thing as waste.

I first set up my aquarium when I became a graduate student. Originally it was meant to help me visualize how populations oscillate, that is how numbers of animals go up and down in time. Later on I had the opportunity to look at a number of other phenomena as well. I observed that the plants supported a certain population of animals and no more. On two occasions, I introduced into the system some guppies, small fish, which in a couple of days ate up all the water bugs and then starved to death. Obviously the system was not geared to accommodate such "greedy" creatures. From time to time I altered the ecosystem by removing some animals or by adding extra individuals. I was surprised at the resilience of the system: In a few weeks, by death or by reproductive effort, the numbers would return to the levels before my tampering. This sort of observation has led some biologists to draw a parallel between the body (human or otherwise) with its self-regulating and compensating mechanisms (homeostasis) on the one hand, and the ecosystem on the other. One further suspects that what Teilhard de Chardin referred to as the "noosphere" the sphere of mind, superimposed upon the biosphere, the sphere of life, is nothing but one aspect of the ecosystem.

The total system

One set of experiments I did not attempt was adding pollutants to my aquarium. That would have meant running the risk of destroying or permanently damaging the system. All you need to do is to interfere with one segment of the ecological cycle, and everything breaks down.

It is obvious that one cannot extrapolate too far from a one cubic foot model ecosystem. The biological as well as the non-living parts of the ecosystem earth are much more complicated and sophisticated than my aquarium.

Who says that the earth is an ecosystem, anyway? The concept that the earth represents a whole, defined by biological energy relationships, goes back (as far as I can trace it) to a 1924 book by the biologist Alfred Lotka. Tansley (1935), however, appears to have been the first person to use the term "ecosystem". More recently, Buckminster Fuller, well-known architect and innovator and the father

of the World Game, has arrived at the same concept by considering the earth as a spaceship.

Ten years ago the ecologist studied only "natural" systems where man was not a part of the picture. Meanwhile, the engineer looked at only the man-made part of the total system. There is an interplay, however, between these two aspects. In Slobodkin's words, "the future of ecology is tied to the future of mankind in an intimate and uncomfortable way". The ecosystem approach indicates that the domain of the engineer and that of the ecologist is one and the same. I will try to illustrate the interdisciplinary nature of man's relationship to his environment.

Suppose a friend of yours comes up with an "ecological puzzle" and asks you: "You go to an island and spray DDT for malaria control. The next year the population of the island is wiped out by a plague. How come?"

Ecological puzzles

This sounds like a question out of a George Kopp cartoon. What relationship could there possibly be between DDT spraying and plague? The question refers to an event that actually occurred. Mosquitoes and other insects killed by DDT were eaten by lizards which accumulated all the poison contained in their food. Lizards in turn were preyed upon by cats which further concentrated the poison in their bodies and died of it. As a result, rats went on a rampage and spread plague.

One can formulate many other ecological puzzles. The interesting thing is that the solutions to many of them are beyond the field of competence of the ecologist. These are the aspects of global problems that are too important to be left to the environmental scientist, or for that matter, to the economists or to the medical scientists.

Consider the situation in Ceylon. This country had more than two million cases of malaria in 1950. By the use of DDT, the disease was reduced to 17 cases in 1963. The following year the use of DDT was discontinued, and by 1968 malaria incidence was over one million (Jukes, 1970, *Nature* vol. 226, p. 194).

However, that is only one half of the story. In Ceylon the death-rate fell from 22 to 12 per thousand between the years 1945 to 1952. The crude birth-rate, meanwhile, remained at 40 per thousand (Cipolla, 1962, *The Economic History of the World Population*, p.88). The result? Population explosion! Here you have a developing nation with a birth-rate that is characteristic of agricultural societies. By the use of a technological innovation, you introduce a death-rate that is characteristic of industrial societies. In England it took 70 years to reduce the death-rate from 22 to 12 per thousand, but in the meantime the population adjusted its birth rate to about 16 per thousand (Cipolla, as above).

Time's a-wasting

In effect, economically underprivileged Ceylonese are handed down two "choices": die of malaria or die of starvation. The present system of morality does not permit us to let people die of malaria if we have a solution to the disease. It is also "morally wrong" to implement birth control measures against the free choice of the people of having many babies. Yet we are then condemning them to starvation! This leads to absurdity. Is there a solution? Ecology defines the nature of the problem, but the solution probably lies in the realm of the social sciences.

The scientist who originally posed the question, "will the world come to a horrible end?" appears to arrive at a tentative "no" answer in his article. I would shun any *a priori* optimism or pessimism. I think the answer to the question depends upon how rapidly sensible measures can be taken. This in turn depends to a large extent on our success in combatting ignorance on the part of government, industry, and the public. Russell clearly defines this stand: "Against this careless attitude I, like a few others, used every opportunity that presented itself to point out the dangers. It seemed to me then, as it still seems to me, that the time to plan and to act in order to stave off approaching danger is when they are first seen to be approaching. Once their progress is established, it is much more difficult to halt it." This, then, is the justification for stirring up action in an attempt to stimulate the decision-making bodies of government and industry.

Mr. Berkes is a graduate student in the Marine Sciences Centre. He is currently involved in a project on pollution in the pulp and paper industry.

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Elections...

(Continued from page 1)

The referendum was really only an opinion poll as the failure to obtain the necessary approval at the Open Meeting last Monday rendered the referendum invalid.

This year's turnout was slight-

ly better than last year's with 1,937 people turning out to vote as compared to 1,912 last year.

Frank Costi led in the write-in category, followed closely by "Fuddle Duddle", and Wilbur Orville, "the alternate alternative." One Law student made sure that his intentions were clearly understood; he marked his ballot "spoiled."

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PHI KAPPA PI invites you to an **OPEN HOUSE**, Sat. March 6 at 8:30, 3647 University St.

SING HEY, THE MERRY MAIDEN AND THE TAR. PINAFORE, Moyses Hall, until Sat.

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WHAT'S HAPPENING IN BRAZIL? Ask Brazilian Information Bulletin, by American Friends of Brazil, P.O. Box 2279, Station A, Berkeley, California. 94702 (Montreal: 931-7705; 932-7346.

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PEACE

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The Le Dain Commission is inviting applications for Research Assistants for behavioural experiments to be conducted in the Montreal areas during the Winter and Spring of 1971. Applications from graduate and undergraduate students will be accepted and salary will depend on training and experience. Strong background in experimental psychology would be most useful.

Interested individuals should telephone the Commission at 866-9022 (Montreal) giving name and telephone number.

Cannie Adamec, M.Sc. Applied,
Psychologist.

VIOLENCE AND NON-VIOLENCE**The Faculty of Religious Studies Examines a Contemporary Theme**

EXHIBITION including "Mahatma Gandhi: The Heritage of Non-Violence", Drawings by Suraj Sadan. 4th March: 10 a.m. - 9.30 p.m.; 5th March: 10 a.m. - 4 p.m.

FILMS: Today, Thursday 4th March -

11 a.m. - Violence and Non-Violence

12 noon - Syzygy

2 p.m. - Free Fall, 21-87,

A Trip Down Memory Lane

Tomorrow, Friday, 5th March, 1 p.m. - Talk and Discussion led by

Father JULIEN HARVEY, S.J.

on the Christian attitude to Violence.

ALL AT

The Faculty of Religious Studies,
3520 University Street.

THE WEST INDIAN SOCIETY OF MCGILL PRESENTS

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7.30 P.M.

THURS 4th MARCH PSQA

E.U.S. ELECTIONS

CANDIDATES FOR PRESIDENT



BRUCE BRADY

EXPERIENCE:

Mining 4 Rep., Engineering Council, 70-71.
Treasurer, Mining Society, 70-71
McGill Delegate, 1st Congress of Engineering Students, 1969
Chairman, Red & White Committee, 1969

PRIORITIES:

A more clearly defined budget
Reaffirm out presence on faculty
Resurrect lunchtime activities.
Support "Internal" proposals for improved student services and expanded sports programme.
Bruce Brady has the ability to get committees moving — so YOU get full value for your EUS fee.
— Committee for BRADY, LONDON, PEETERS

CANDIDATES INTERNAL VICE-PRESIDENT



MARK BERNIER
for INTERNAL V.P.

PLATFORM:

- 1) renovate common room
- 2) investigate cafeteria operations
- 3) effectively improve all EUS committee operations e.g. the House Committee
- 4) re-evaluate past internal reports
- 5) more effective use of available facilities

Committee For Henein, Bernier, Campbell

CANDIDATES FOR EXTERNAL VICE-PRESIDENT



KEN CAMPBELL
for EXTERNAL V.P.

PLATFORM:

- 1) implement a modified course evaluation
- 2) strive for a unified student voice on faculty
- 3) implement programs to acquaint lower-year students with the scope of departments
- 4) attempt to increase students' influence in curriculum matters

Committee For Henein, Bernier, Campbell

HANI HENEIN
for PRESIDENT



EXPERIENCE:

- 1) Engineering Council '68-'71
- 2) co-ordinator Drop in the Bucket
- 3) executive assistant '69-'70
- 4) house committee '69-'70
- 5) L.Y.C. treasurer '68-'69

PLATFORM:

- 1) Carry on a continuum line of action of the executive and council
- 2) increase the effectiveness of the Engineering Council
- 3) Re-evaluate the EUS role in Social awareness and extra-curricular activities
- 4) Be active as president and as a student

Committee For Henein, Bernier, Campbell

ON THURSDAY
☒ **IRVING KUPERMAN**
INTERNAL V.P.



PLATFORM:

Negotiate with faculty so that engineering students can have two extra rooms; one room would be used as a card room, the other would have ping-pong tables in it to be used by engineers.
Renovate and refurbish the common room (i.e. new paint job, new sofas).
Expand present activities and start new ones such as having great amount of activities during engineering week, bring back fall informal, start film festival.
Any engineering students wishing to start new clubs, projects, or activities, as long as they can show that they have the support of a reasonable amount of engineering students shall get all the necessary backing they require from the E.U.S.
As a member of the executive I shall try to have council meetings more regularly and keep E.U.S. council members and engineering students informed about the decisions of the executive.

DAN LEE
EXTERNAL V.P.

E 2

☒ **LEE**



an EUS councillor
active member of the Engineering Week Committee
lower year councillor

DEDICATED TO:

- cooperating with the other members of the executive to form a useful and efficient EUS government — one which will serve the needs of all students.
 - improving and expanding present EUS facilities, especially in the Cafeteria and the Common Room.
 - ensuring that the EUS is provided with the best cafeteria services possible.
 - increasing student participation in Faculty decisions and providing a strong and responsible student voice in Faculty matters, especially in curriculum decisions.
- A man who CAN do the job and WILL do the job.
VOTE LEE FOR EXTERNAL VP.

BILL SLOAN
PRESIDENT



I want to change the E.U.S. Council from a Junior Executive Training Corps into a body really responsible to the people in the E.U.S., not just the letters.

I believe that the only way I can be truly representative of and responsible to the people who elect me is with the direct participation of the electorate in the activities of the E.U.S. This can be achieved by holding open meetings very frequently, at times and locations most convenient to E.U.S. members, and by holding referendums to make decisions on all important issues.

ISSUES TO BE RAISED:

- changes in the lounge
- improvements in the quality and quantity of food in the cafeteria
- revision of the constitution to allow for more participation in Council by lower year students
- financial policies of the E.U.S.

QUALIFICATIONS AND/OR EXPERIENCE

Plumber's Pot
No political dreams

Emergency Committee for Sloan



IAN LONDON
INTERNAL VICE-PRESIDENT

EXPERIENCE:

EUS council rep (70-71)
Treasurer Cansave "Just a Drop in the Bucket"
Constitution committee (70-71)

PLATFORM:

- 1) Better defined budget — not much of \$27,000 goes to the engineers directly
- 2) Intercollegiate sports — E.U.S. sponsored broomball and flagball tournaments with other colleges and universities (ie, SGWU, Polytechnique)
- 3) Solve cafeteria and common room problems.
- 4) Continue with constitution revision
- 5) Extracurricular activities:) with respect to your interest in talks & debates on engineering topics.

Committee for BRADY, LONDON, PEETERS.



CANDIDATE
JAN PEETERS
EXTERNAL V-P

EXPERIENCE:

L.Y.C. vice-president 68-69
E.U.S. council Rep.
Pot staff 69-71

PLATFORM:

Closer ties with other universities and colleges
Maintain presence of E.U.S. representatives on Faculty
Encourage greater student participation in departmental affairs
Promote a federated structure with student society
Committee for BRADY, LONDON, PEETERS

Voting
March 4th

Polls: McConnell Engineering Building
McDonald Engineering Building

The Learning Centre package

by Donald Kingsbury

I have a brief project for any student or professor that, at most, will take a couple of hours and will help me.

There are two basic reasons McGill is making little progress with educational reform in spite of the rather considerable efforts of a minority of professors.

(1) The central administration has a cavalier disregard for costing procedures. They allow departments to maintain both costly and learning-ineffective courses in spite of cheaper and more effective alternatives.

(2) The learning reform efforts of the university have gone into courses — which are not a desirable unit to work with. They not only create crippled students who have to be spoon fed the rest of their lives, cost-wise they are insane. The most expensive item in course design is professor time. And the courses we know don't have memories! All the course effort of every professor is eventually flushed down the toilet, usually at the peak of its development. McGill loses several hundred man years of effort every year to the johns.

Nor does a course with a memory make much sense. I don't know a single professor who would be willing or even able to give a course from some other professor's notes. And TV lectures are a car body without a motor. Response deprived systems perpetuate passive citizens.

The learning center alternative I've been talking about can maintain a memory of professor design work and even a memory of how effective it was. Material can be phased out only as it is superseded or becomes obsolete. Note for Stanley Frost — you are freeing a couple of million dollars a year right there.

Pick a unit of a topic you wish McGill really taught well. Use a package definition to write out a design specification for that unit. I need your examples for my book.

The building block of a learning center is the package rather than the course. So it is essential to clarify the concept of a package. The rest of the article looks at that definition.

Here's what I want some of you to do. Pick a unit of a topic you wish McGill really taught well. Use a package definition to write out a design specification for that unit. I need your examples for my book. Use common sense — for instance, don't specify a movie if a three cent diagram will do the same job.

Alternately form a discussion group of the package concept with two or three people. All of you take notes on the discussion. Write up your criticisms, questions, conclusions, disagreements, and communication hang-ups — and get that piece of paper to me.

A package is a "small" subsystem of a learning environment. It contains every component necessary for a student to learn the central package concept or ability. For instance, if the package teaches cliff scaling to mountain climbing students, a cliff or reasonable facsimile is part of the package. A package intended to create some discussion ability would necessarily contain people with which to have a discussion.

"Small" is what can be covered in a few hours to a few weeks; a single concept, or a single set of related concepts, or the generalization of a concept or ability.

The student must be allowed to react appropriately to the stimuli as they are delivered. An appropriate response is determined by the mastery abilities implied in the package's central concept.

The package subsystem includes:

(1) **Stimulus components.** Books, papers, pictures, movies, records, notes, problems, apparatus, materials, a field environment, a live professor, other students, people, etc. There are two basic kinds of stimuli we have to include — the essential stimuli, and the prompting stimuli. For instance, a mathematical package would contain raw problems as its essential stimuli, and explanations, clarifying diagrams, hints, analogies, etc., as its prompting stimuli. We can consider the consultants available at a learning center as part of the prompting stimuli of a package. A package can be considered to be incomplete if its specifications call for a consultant and no consultant in fact exists.

The stimulus material of a package does not have to be optimal as long as it is effective. Optimal stimuli (in terms of yield, student learning time, retention, concept generalizability, etc.) can be produced by engineering design practices — but it may not always be economically feasible to set so high a standard for package production.

(2) **Response components.** The student must be allowed to react appropriately to the stimuli as they are delivered. An appropriate response is determined by the mastery abilities implied in the package's central concept. For instance, filling in blanks is a response, but it probably wouldn't be a relevant response if the package was trying to teach something more sophisticated than spelling or the filling out of forms. The package environment would ideally tend to suppress irrelevant responses, and facilitate mastery responses.

A classroom of, say, 25 students can develop listening behavior (listening is a response and an important one) but it suppresses discussion behavior. Where discussion behavior is relevant, classroom situations, "tutorials", seminars, etc., are inappropriate — as any interaction analysis will show. A package which had as its object the development of some discussion skill would have machinery for the formation and control of groups of not more than four students.

If a package is teaching some swimming skill, it is not complete without a water component. If a package is teaching a complex mental chess skill, it is not complete without a chess board and pieces.

Practically, the package can provide for the learner another student to talk to about the poem, allowing them both to relate it to their own images.

If a package is teaching abstracting behavior, it is not complete without "samples" to abstract from. A mistake mathematicians often make is to present a pristine abstraction on the assumption that they are teaching abstracting abilities. An analysis of what they are actually doing shows that their "learning environment" is facilitating copying behavior and suppressing abstract thinking.

A mathematics package is response deprived if it does not have tables, pencils and paper and thinking-doodling time available as the stimuli components are delivered, plus immediate recourse to prompts when the desired response has been frustrated. And if that package happens to be teaching a very important ability like "skill-

pooling to evoke rapid and accurate solutions," it is response deprived if it does not provide for the formation of interchange groups. And if that package is teaching another important skill like journal searching, it is response deprived if it does not specify a stack of journals and a journal-search behavior guide.

Many humanities people object to response definition. But they want their students, say, to "appreciate" a poem. This implies that we have some method to differentiate between a person who is appreciative and one who is not. If so, the response components of this package are those conditions which facilitate appreciation and suppress non-appreciation. Where no such response control is desired we can provide for our English professor a "white noise" environment that permits all responses and we can give our student an A for jumping up and down and rolling his eyes, or whatever, when the poem is read.

A student should be discouraged from taking a package for which he feels there will be no personal consequences. Until consequence is real to him, he can't learn.

Practically the package can provide, for the learner, another student to talk to about the poem, allowing them both to relate it to their own images. If it is a love poem, candles, a boudoir and a pretty girl to recite it can be provided. The humanities have special problems operating within classrooms.

If the package involves writing a paper the response component is writing the paper but may include other things like criticizing the paper of another student in a group of peers who have read it, and defending one's own paper in such a group. If defense, clarification, criticism, analysis, etc., are desired responses they must be provided for.

(3) **Consequences.** For any stimulus component of a package, many kinds of response may be evoked and put under the control of the stimulus. But response for response's sake is irrelevant. Cheering at a football game is a response but it is not related to becoming a better football player. Being able to analyze poetry may have no consequences whatsoever so far as your ability to write poetry goes.

Every package should contain a list of consequences of mastery. These can never be stated in terms of what will happen to the student who has taken the package, however, the consequences can be stated in terms of the options now open to the student because of his new ability.

The options include: (a) a list of packages which have become available to him, (b) real world uses of the package's central concept (if any).

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(4) **Evaluation.** The evaluation mechanism should not generate a grade, its main

purpose being to acknowledge the student for his mastery of the package material. In many cases this will be a simple recognition of work done, a book read, a paper written, a drill completed, participation in a discussion. Often the package will be able to provide the student with a means of evaluating himself — say a written test for which the answers are provided. The evaluation may involve a demonstration. It may involve a peer group decision.

In the case of a super-package — which integrates and generalizes a whole set of sub-packages — the evaluation should probably be conducted by the staff. There is no reason why each super-package shouldn't have constructed for it a master exam, a subset of which could be administered to the student by the testing staff at any time. No failures should ever be recorded.

(5) **Logistics.** A package is incomplete without a properly designed delivery system. The stimuli components have to be delivered to the student within reasonable time lags, i.e., access time to Chapter 3, Book X — 40 seconds. References are useless if the suggested book is unavailable or its library-to-student delivery time unacceptably long. In the case of response failure, where prompts have to be delivered to keep the student "moving", prompting access time is critical. A sophisticated delivery system might provide a fast access, student controlled file of prompting stimuli, and for more difficult breakdowns, an on-duty consultant.

The logistic system has to be able to handle all the aspects of package assembly. For instance, the package may require the involvement of several students with specified prior abilities. Its activation may

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demand the presence of a consultant or the availability of a film. Not everything can be kept on a shelf or bound.

(6) **Time.** The package should be kept free of artificial time constraints. An ecology package might require a spring field trip. The package would be impossible to assemble at any other time of year. That is a legitimate time constraint. But not all time constraints make sense.

Consider a package on elementary maximum and minimum problems in mathematics. A university may contain fifty staff members and 1000 students who are masters of this package. Vast amounts of problems, explanations, models, examples exist and are cheap to obtain and store. The demand for them is high. To make such a package available only one week per year is an example of an artificial time constraint.

Such are the components of the package. It is a unit of material specifically conceived with cheap, effective mass education in mind. Naturally it takes an organization such as a learning center to create, integrate, and administer packages to students who want more flexibility and immediacy than the present lock-step course system provides.

If you make up a package specification sheet — all subjects are needed — and want to get it to me for a look over, or if you have a record of a package discussion session, Monday nights at my place are open house; 2055 Atwater, Apt 3.